

ENGLISH



BOOKS 4-6

ENGLISH

900

BOOK FOUR

prepared by

ENGLISH LANGUAGE SERVICES, INC.



The Macmillan Company
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PREFACE

ENGLISH 900®, a course for students of English as a second language, contains material from beginning through intermediate levels of study. The whole series consists of textbooks, workbooks, and tape recordings, with a teacher's handbook.

ENGLISH 900® is one of the basic instructional courses in the Collier-Macmillan English Program. Included in the Program is a series of graded readers in which six are keyed to the vocabulary and structure of each study unit in the basic texts of ENGLISH 900®.

The series takes its name from the 900 base sentences presented in the six textbooks. The sentences cover the basic structures and a basic vocabulary of the English language. They are introduced at the rate of fifteen in each study unit, or a hundred and fifty in each book, and are numbered consecutively from Base Sentence 1 in the first unit of Book One through Base Sentence 900 in the last unit of Book Six. These structures provide "building blocks" for all of the material studied in the series, e.g., there are approximately four variation sentences for each base sentence. As a part of his mastery of English, therefore, the student practices and learns approximately 3,600 variation sentences in addition to the basic 900 patterns.

There are ten study units in each textbook in the series. Each study unit contains a group of fifteen base sentences related to a meaningful situation. In Book One of the series, the typical study unit begins with the presentation of the fifteen *Base Sentences* together with *Intonation* patterns. *Questions and Answers* follow and give the student practice in pairing and matching the base sentences into conversational form. *Substitution Drills* introduce the variation sentences, using vocabulary and grammatical substitution techniques. These early sections of the unit provide the pronunciation practice and drill material needed for the mastery of language forms. The *Conversation* section consists of short dialogues giving the student the opportunity to practice the new lesson material in informal conversation in the classroom. *Exercises* in each unit can be used as oral and written drills for all of the materials introduced in the unit.

Units in the succeeding books in the series (Books Two to Six) contain Base Sentences, Intonation practice, Substitution Drills, Conversation, and Exercises, and, in addition, certain new features. Beginning with Book Two, a *Reading Practice* section is added to each unit,

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and, beginning with Book Three, a *Verb Study* section. Books Four, Five, and Six include *Participation Drills* for classroom use, and Books Five and Six present *Grammar Study* materials and *review exercises*.

Each textbook includes a *Key* to the exercises and a *Word Index* which lists in alphabetical order every word introduced in the book, and cites the sentence and unit number in which the new word first occurred. There are special *Review Units* in Books One through Four.

A companion Workbook is available for each of the six textbooks, and a series of 180 pre-recorded tapes has been prepared for language laboratory use. ENGLISH 900® Workbooks are unique in that they have been programmed for use by the student as home study material to reinforce classroom work. The Workbooks "test" the student on the textbook materials, and review the important points in each unit that he may not have mastered in class.

For classes that meet for three to five hours a week, each textbook in the series provides material for approximately three months of study. Suggestions for teaching the course, as well as detailed descriptions of all of the materials in ENGLISH 900®, have been given in the Teacher's Manual which accompanies the series.

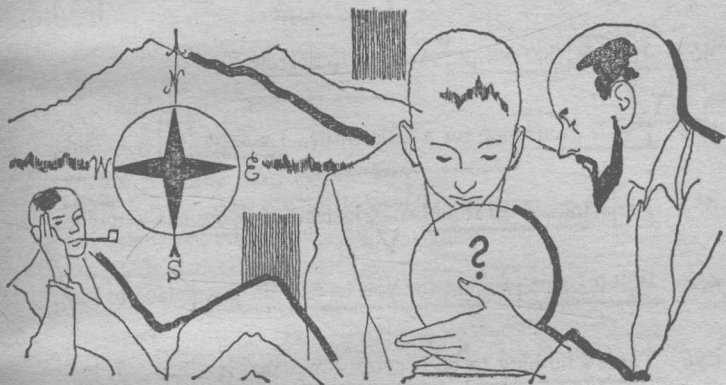
A wide range of material has been created for the Collier-Macmillan English Program by the Materials Development Staff of English Language Services, Inc., under the co-direction of Edwin T. Cornelius, Jr. and Willard D. Sheeler. ENGLISH 900® was prepared under the direction of Edwin T. Cornelius, Jr., with Joyce R. Manes as Project Editor.

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The numbers of the Base Sentences in each unit follow the unit titles.

UNIT 1 MAKING PLANS



- 451 What do you plan to do tomorrow?
452 I doubt that I'll do anything tomorrow.
453 Please excuse me for a little while. I want to do something.
454 I imagine I'll do some work instead of going to the movies.
455 Will it be convenient for you to explain your plans to him?
456 There's nothing to do because tomorrow is a holiday.
457 What's your brother planning to do tomorrow?
458 He can't decide what to do.
459 It's difficult to make a decision without knowing all the facts.
460 We're trying to plan our future.
461 That's a good idea.
462 I'm hoping to spend a few days in the mountains.
463 Would you consider going north this summer?
464 If there's a chance you'll go, I'd like to go with you.
465 After you think it over, please let me know what you decide.

INTONATION

- 451 What do you plan to do tomorrow?
- 452 I doubt that I'll do anything tomorrow.
- 453 Please excuse me for a little while. I want to do something.
- 454 I imagine I'll do some work instead of going to the movies.
- 455 Will it be convenient for you to explain your plans to him?
- 456 There's nothing to do because tomorrow is a holiday.
- 457 What's your brother planning to do tomorrow?
- 458 He can't decide what to do.
- 459 It's difficult to make a decision without knowing all the facts.
- 460 We're trying to plan our future.
- 461 That's a good idea.
- 462 I'm hoping to spend a few days in the mountains.
- 463 Would you consider going north this summer?
- 464 If there's a chance you'll go, I'd like to go with you.
- 465 After you think it over, please let me know what you decide.

VERB STUDY**1. plan to, try to**

- a. What do you plan to do tomorrow?
- b. I'm not planning to go to the mountains.
- c. She tries to speak French.
- d. We're trying to plan our future.
- e. We tried to go with them.

2. decide, make a decision

- a. He can't decide what to do.
- b. She always decides things without knowing all the facts.
- c. It's difficult to make a decision.
- d. We made a decision yesterday.

3. doubt

- a. I doubt that I'll do anything tomorrow.
- b. She doubts that she'll go with us.
- c. They doubted that they would go with her.

4. imagine

- a. I imagine I'll do some work.
- b. She imagines she'll go to the movies tomorrow.
- c. I can't imagine where my brother is.

5. explain

- a. Will it be convenient for you to explain your plans?
- b. Did you explain your plans to him?
- c. They're explaining their plans to us now.

6. spend

- a. I'm hoping to spend a few days in the mountains.
- b. He spends each summer in the mountains.
- c. I spent three days in the mountains.

7. consider

- a. Would you consider going north this summer?
- b. She's considering going north this summer.
- c. They considered going with us.

8. let

- a. Please let me know what you decide.
- b. We let them know yesterday.
- c. She lets me know where she's going every summer.

SUBSTITUTION DRILLS

1. What do you

plan to
propose to
intend to
expect to

 do tomorrow?

2. I doubt that I'll

do anything
go anyplace
go anywhere
see anybody
see anyone

 tomorrow.

3. Please excuse me. I want to

do something
go someplace
see somebody
see someone

.

4. I imagine I'll

do some work
get some sleep
entertain some friends
visit some friends
stay home
watch television
read a novel

 instead of going to the movies.

5. Will it be

convenient
possible
important
necessary
essential

 for you to explain your plans?

6. There's

nothing to do
no place to go
nobody to see
no one to see

 because tomorrow is a holiday.

7.

What's
Where's
Who's
What time is

 your brother planning to

do
go
see
leave

 tomorrow?

8. He can't decide

what to do
where to go
who to see
what time to leave
when to go

.

9. It's

difficult
hard
easy
impossible
foolish

 to make a decision without knowing all the facts.

10. We're

trying to
attempting to
making an attempt to
trying our best to

 plan our future.

11. That's

a good
an excellent
a wonderful
a marvelous
a brilliant
a practical
not a good

 idea.

12. I'm hoping to spend a few days

in the mountains
at the seashore
on the beach
along the coast
by the sea

.

6 UNIT ONE

13. Would you consider going

north
south
east
west

this summer?

14. I wouldn't consider going

there
up north
down south
out west
back east

this summer.

15. If there's a

chance
possibility

you'll go, I'd like to go with you.

16. After you

think it over
think about it
give it some thought
consider it
talk it over
talk about it

, please let me know your
decision.

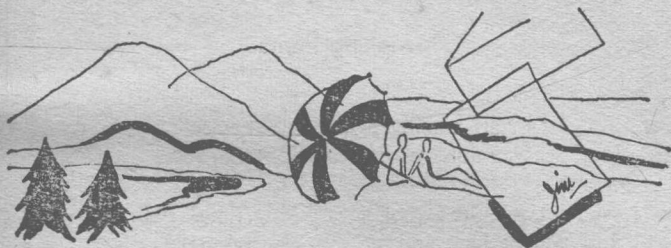
17. I'll go to bed early instead of

watching television
entertaining some friends
doing some work
reading a novel
going to the movies

18. I can't make a decision without

knowing the facts
thinking it over
talking it over
considering it

READING PRACTICE



Making Plans

There's a holiday next week and I can't decide what to do. I have a lot of work to do at home, and this would be a good chance to do it. But I'd rather not spend the holiday that way. I can work at home all the rest of the year.

Last year I went north to the mountains. Everything was beautiful, but it is too cold this time of year. And it's really too far to go for a short holiday. I have decided that this is not a good time to go to the mountains. But I do want to go someplace.

Perhaps this would be a good chance to go to the beach. I like to go for walks along the seashore in the warm sunshine and watch the water. It's only about eighty miles and I could get there in about two hours. After thinking it over, I'm sure that this is a better time for the seashore than the mountains. I guess I'll plan to go to the beach next week.

Oh, here's a letter from Jim. He says he is going to his house in the mountains for the holiday, and he wants me to go with him. After giving it some more thought, I guess it wasn't really too cold last year, and perhaps it might rain at the seashore and then I wouldn't enjoy it at all. The mountains are only 300 miles away. I think I'll write Jim right now and tell him I'll go with him.

Questions

1. What did I do on my holiday last year?
2. Why did I decide not to go to the mountains?
3. What do I like about the seashore?
4. How far is it to the mountains? to the beach?
5. Which direction are the mountains?
6. How long does it take me to get to the beach? How long do you think it will take me to get to the mountains?
7. Where would you rather go—to the mountains or to the seashore?

CONVERSATION

Making Plans

Dialog 1

MARY: Jim, let's start making plans for our vacation.

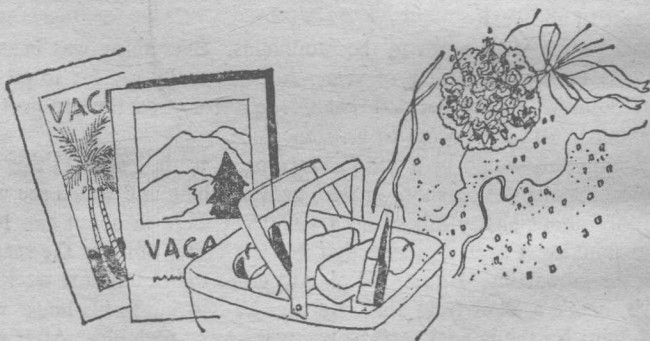
JIM: But, Mary, I don't get my vacation until July. That's not for six months.

MARY: And six months is not a very long time. Before you know it, July will be here and we won't be prepared.

JIM: Well, where do you want to go?

MARY: I don't know. Maybe we should go to a tourist agency and get some travel folders.

JIM: That's a good idea. I'll get some in June.



Dialog 2

JERRY: What are your plans for the weekend, Hal?

HAL: The office is having a holiday picnic at Long Lake. I've decided to go there.

JERRY: That's a wonderful idea.

HAL: Why don't you come with me? You know almost everyone in my office and we can bring our friends.

JERRY: Thanks, Hal, but I'm going to Philadelphia for the weekend.

HAL: That's a long trip just for the weekend.

JERRY: Yes, I know. But I'm getting married and I don't want to miss my wedding.

PARTICIPATION DRILLS

Drill 1

STUDENT A

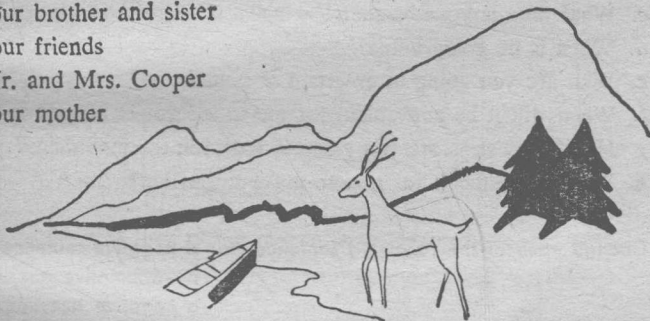
Your brother will go to the mountains this summer, won't he?

- a. your brother
- b. your sister
- c. your aunt
- d. your uncle
- e. your brother and sister
- f. your friends
- g. Mr. and Mrs. Cooper
- h. your mother

STUDENT B

*I'm not sure where he'll go.
He can't decide where to go.*

(Student B will use the right pronoun:
he, she, or they)



Drill 2

STUDENT A

What do you plan to do tomorrow?

- a. plan to do (*what*)
- b. propose to go (*where*)
- c. intend to see (*who*)
- d. expect to work (*how hard*)
- e. plan to eat breakfast (*when*)
- f. intend to get up (*what time*)

STUDENT B

I don't know.

I doubt that I'll do anything tomorrow.

do anything
go anywhere
see anybody
do any work
eat any breakfast
get up early

EXERCISES

1. Answer the questions below. Begin each answer with the word groups listed below as shown in the examples. Make any other necessary changes in the sentences.

I don't know

I can't imagine

I'm not sure

Example: What are you going to do tomorrow?

I don't know what I'm going to do tomorrow.

I can't imagine what I'm going to do tomorrow.

I'm not sure what I'm going to do tomorrow.

- a. Where are you going this evening?
- b. What is he trying to do?
- c. What time is your brother leaving?
- d. When is he going home?
- e. Who are you going to entertain at your home?
- f. When will it be convenient for me to see you?
- g. How many days are you going to spend in the mountains?
- h. Why is it difficult for him to make a decision?

2. Change each of the following sentences to: a negative sentence
an affirmative question
a negative question.

Example: That's good. *That isn't good. Is that good? Isn't that good?*

- a. That's a good idea.
- b. He could decide what to do.
- c. It's difficult to make a decision.
- d. He was planning to go with her.
- e. She'd like to go with you.
- f. They were making an attempt to plan their future.
- g. She would consider going back east.
- h. There's a chance he'll go.
- i. He spent a few days in the mountains.
- j. It's easy to make a decision.
- k. That's a practical idea.
- l. They should try to plan for the future.

3. Change the following statements into sentences beginning with "It's" or "It isn't" as shown in the examples.

Examples: Learning English is important. *It's important to learn English.*

Going to the movies instead of studying isn't a good idea.

It isn't a good idea to go to the movies instead of studying.

- a. Making a decision without knowing the facts is foolish.
- b. Planning your future is difficult.
- c. Getting enough sleep is important.
- d. Entertaining my friends every day isn't convenient.
- e. Going someplace every day isn't essential.
- f. Spending a few days on the beach is a good idea.
- g. Going up north this summer is impossible for me.
- h. Reading a novel is enjoyable.
- i. Doing some work on a holiday is hard.
- j. Going to the mountains on a holiday is easy.
- k. Spending the summer at the seashore is a marvelous idea.
- l. Thinking before making a decision is a practical idea.

4. Write the past form of the verb in each sentence.

Example: I *proposed* that we go to the mountains. (*propose*)

- a. They _____ to go out west. (*intend*)
- b. We _____ that we'd do some work. (*imagine*)
- c. It _____ convenient to go to the mountains yesterday. (*be*)
- d. There _____ no other place to go. (*be*)
- e. She _____ to go to the mountains. (*plan*)
- f. I _____ her to wait. (*expect*)
- g. I _____ some friends at my house. (*entertain*)
- h. John and I _____ hoping to see you yesterday. (*be*)
- i. Harry _____ to see you, too. (*hope*)
- j. Who _____ your brother going to see? (*be*)
- k. Have you _____ going north for the summer? (*consider*)
- l. We _____ not to go north this year. (*decide*)
- m. We _____ our decision after considering many plans. (*make*)
- n. He _____ all the facts, but couldn't decide what to do. (*know*)